



**Appendix D – Equality Impact Assessment – Finsbury Circus Conservation Area Character Summary and Management Strategy draft SPD**

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Department of the Built Environment

‘You will not get far if you perceive the duty to be over burdensome or take a mechanistic approach....there will be progress if the duty is seen as a way of fundamentally changing the core values and culture of the organisation.....we need an outcome-oriented approach’

– CRE Chair 2001

Please initially complete pages 2-3; if you answer YES to any of the statements you must continue with the document.

This assessment should be completed at the start of a project, the beginning of a change to service or policies.

## Equality Impact Assessment: Stage 1 Initial Assessment

Service Area:		Department of the Built Environment			
Main Contact		Petra Sprowson			
Policy/Project/Service:		Finsbury Circus Conservation Area Character Summary and Management Strategy SPD			
Related Policies (Please list)		To analyse the character of Finsbury Circus Conservation Area (A) and to set out the policies for its management.			
Is the function or policy carried out by a third party?	Y <input type="checkbox"/>	N <input checked="" type="checkbox"/>			
To which of the following equalities issues could the Policy/Project/Service contribute? (Please tick as relevant)					
1. Eliminating unlawful discrimination, harassment & victimisation & other unlawful conduct prohibited by the Act? <sup>1</sup> (Explain why in box below)	Y	<input type="checkbox"/>	N	<input checked="" type="checkbox"/>	X
2. Advancing equality of opportunity between people who share a protected characteristic & those who don't? (explain how in box below)	Y	<input type="checkbox"/>	N	<input checked="" type="checkbox"/>	X
3. Fostering good relations between people who share a protected characteristic & those who don't? (if possible identify the different groups and how relations could be improved in box below)	Y	<input type="checkbox"/>	N	<input checked="" type="checkbox"/>	X
4. Is there any <i>potential</i> that this Policy/Project/Service <i>could</i> operate in a discriminatory manner?	Y	<input type="checkbox"/>	N	<input checked="" type="checkbox"/>	X
5. Is there any evidence (including expressions of public concern or levels of complaints) of unequal impact or detriment to people sharing a protected characteristic or or the undermining of good relations between	Y	<input type="checkbox"/>	N	<input checked="" type="checkbox"/>	X

people who share a protected characteristic & those who don't?				
6. Based on the assessment just considered, what is the overall assessment of relevance (or risk) in terms of equalities?	Low X	Medium <input type="checkbox"/>		High <input type="checkbox"/>
Please provide brief details as above:				
An initial analysis of the Finsbury Circus Conservation Area prior to setting policies for its management. This task is neutral.				

<b>Completed by / date:</b>	Petra Sprowson	03/03/2015
<b>Manager Sign Off / date:</b>	Kathryn Stubbs	03/03/2015
<b>DBE Equalities Champion / date:</b>	Elisabeth Hannah / Ref DBE053 3/3/15	

1 The Act explains that having ' **due regard for advancing equality**' involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Policy/Project/Service where discretion may apply will also need to be considered when determining priority.

Please note that all new policies, projects or functions **must be** impact assessed as part of their development if any relevance to the duty is identified. The assessment should then be included as part of any decision or approval process e.g. included in Management or Committee reports.

Any requirement for new policies or restructuring of services and therefore the need to undertake an impact assessment, should be flagged-up well in advance as part of the annual service planning process to ensure it is part of the overall process and meaningful.

## Equality Impact Assessment: Stage 2:

Only complete if you have answered yes to any question in stage 1.

### A: Summary Details

Directorate:

Section:

Person responsible for the assessment:

Contact details:

Names of other people participating in review:

Name of Policy to be assessed:

Is this a new or revised policy:

Date policy scheduled for Committee (if relevant):

### B: Preparation

*It is important to consider all available information that could help determine whether the policy/project/service could have any actual or **potential** adverse equality impact. Please attach examples of monitoring information, research and consultation reports.*

1. Do you have monitoring data available on the number of people (with protected characteristics\*) who are using or are potentially impacted upon by your policy/project/service? *Please specify what information you have available.*
2. If monitoring has NOT been undertaken, will it be done in the future or do you have access to relevant monitoring data for this area? If not please give a reason for your decision.
3. Please list local/national consultations, research or practical guidance that will assist you in completing this EqIA.

### C: Policy/Project/Service

1. What is the main purpose of the policy/project/service?
2. Are there any other objectives of the policy/project/service, if so what are they?
3. Do any written procedures exist to enable delivery of this policy/project/service?
4. Are there elements of relevant common practice that are **not** defined within the written procedures?
5. Who are the main stakeholders of the policy/project/service?
6. Is this associated with any other Corporation policies?
7. Are there any areas of the policy/project/service that are governed by statutory or discretionary powers? If so, is there clear guidance as to how to exercise these?
8. Is the responsibility for the proposed policy/project/service shared with another department, authority or organisation? If so, please state.

## D: The Impact

Assess the potential impact that the policy/project/service could have on people who share protected characteristics. If you have assessed negative potential impact for any people who share one or more of the protected characteristics, you will need to also assess whether that negative potential impact is high, medium or low.

**(N.B. Impact will not be equally negative or positive or neutral for all groups. There will be differing degrees of impact, the purpose of this section is to highlight whether it is disproportionately different)**

*Identify the potential impact of the policy/service/proposal on men and women*

Gender	Positive	Negative (please specify if High, Medium or Low)			Neutral	Reason
Women		H	M	L		
Men		H	M	L		
Transgender/ transsexual		H	M	L		

*Identify the potential impact of the policy/service/proposal on the basis of the following:*

	Positive	Negative (please specify if High, Medium or Low)			Neutral	Reason
Pregnancy & Maternity		H	M	L		
Marriage & Civil Partnership		H	M	L		

*Identify the potential impact of the policy/service/proposal on different race groups*

Race	Positive	Negative (please specify if High,	Neutral	Reason

		<b>Medium or Low)</b>				
<b>Asian</b> (including Bangladeshi, Pakistani, Indian, Chinese, Vietnamese, Other Asian Background – please specify _____)		H	M	L		
<b>Black</b> (including Caribbean, Somali, Other African, Other black background – please specify _____)		H	M	L		
<b>White</b> (including English, Scottish, Welsh, Irish, Other white background – please specify _____)		H	M	L		
<b>Mixed/ Dual heritage</b> (White and Black Caribbean, White and Black African, White and Asian, Other mixed background - please specify _____)		H	M	L		
<b>Gypsies/Travellers</b>		H	M	L		
<b>Other</b> (please specify)		H	M	L		
<i>Identify the potential impact of the policy/service/proposal on disabled people</i>						
<b>Disability</b>	<b>Positive</b>	<b>Negative (please specify if High, Medium or Low)</b>			<b>Neutral</b>	<b>Reason</b>
<b>Physical Disability</b>		H	M	L		
<b>Sensory Impairment</b>		H	M	L		
<b>Learning Difficulties</b>		H	M	L		
<b>Mental Health Issues</b>		H	M	L		

e) Identify the potential impact of the policy/service/proposal on different age groups:

<b>Age Group (specify, for example younger, older etc)</b>	<b>Positive</b>	<b>Negative (please specify if High, Medium or Low)</b>			<b>Neutral</b>	<b>Reason</b>
Older People		H	M	L		
Young People/children		H	M	L		
<i>Identify the potential impact of the policy/service/proposal on lesbians, gay men, bisexual or heterosexual people</i>						
<b>Sexual Orientation</b>	<b>Positive</b>	<b>Negative (please specify if High, Medium or Low)</b>			<b>Neutral</b>	<b>Reason</b>
<b>Lesbian</b>		H	M	L		
<b>Gay Men</b>		H	M	L		
<b>Bisexual</b>		H	M	L		
<b>Heterosexual</b>		H	M	L		
<i>Identify the potential impact of the policy/service/proposal on different religious/faith groups</i>						
<b>Religious/Faith groups (specify)</b>	<b>Positive</b>	<b>Negative (please specify if High, Medium or Low)</b>			<b>Neutral</b>	<b>Reason</b>
<b>Buddhist</b>		H	M	L		
<b>Christian</b>		H	M	L		
<b>Hindu</b>		H	M	L		
<b>Jewish</b>		H	M	L		
<b>Muslim</b>		H	M	L		
<b>Sikh</b>		H	M	L		
<b>Other (please specify)</b>		H	M	L		



**E: Review**

1. As a result of completing the above what, in your judgement is the potential impact of your policy?

**High** ⑤**Medium** ⑤**Low** ⑤

2. What actions could be taken to minimise or remove any negative potential impact? If so please complete the action plan and include in any relevant documentation.

3. What is the evidence that the policy promotes equality of opportunity or prevents unlawful discrimination?

**Signatures**

Person completing this assessment	
Service Head	
DBE Equalities Champion	

**Action Plan**

<b>Recommendation</b>	<b>Key activity</b>	<b>Progress milestones</b>	<b>Officer Responsible</b>	<b>Progress</b>